DOCUMENT RESUME

ED 166 401 CE 019 386

TITLE	California Association of Work Experience Educators. Career Intern Program. 1976-77 End of Year Report.
INSTITUTION	Chaffey Union High School District, Ontario, Calif.; Charter Oak Unified School District, Calif.; Huntington Beach Union High School District, Calif.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	19 Jul 77
GRANT	G007604410
NOTE	71p.; Not available in hard copy due to reproducibility problems. For related documents see ED 114 586 and ED 120 411
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Basic Skills; Career Development; *Career Education; Data Analysis; Educational Objectives; *Experiential Learning; Federal Aid; *Internship Programs; Secondary Education; *Work Experience Programs
IDENTIFIERS	California (Los Angeles); California Association Work Experience Educators; *Career Intern Program; Education Amendments 1974

ABSTRACT

The California Association of Work Experience Educators (CAWEE) Career Intern Program, funded by a federal grant, sought to demonstrate that experience-based career education was a viable and needed alternative to existing learning experiences. Selecting three schools from three districts in the greater Los Angeles area, the program maintained a long-term enrollment of seventy-eight high school students during the course of the 1976-77 year. Specific persons at each school were designated to manage and coordinate program activities. There were periodic meetings of project, school, and/or district representatives. The program established six process- and three student-outcome objectives. (The student-outcome objectives focused on the areas of career development, basic skills, and academic knowledge and skills.) These nine objectives were further defined by a total of twenty-eight criteria. A summative approach was selected as the most feasible method to ascertain program effects and an evaluator was chosen to collect, analyze, and report data. In general, all nine objectives were met. In terms of the twenty-eight criteria specified, twenty-five were met (twelve exceeded) and three were substantially met. Response to the program by students, project staff, non-participating teachers, parents and employer/community resources was consistently and highly favorable. (Data tables, evaluation instruments, and recording forms are included.) (Author/CT)

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ED166401

CALIFORNIA ASSOCIATION OF WORK EXPERIENCE EDUCATORS

CAREER INTERN PROGRAM

1976-77 END OF YEAR REPORT

Marina High School, Huntington Beach Union High School District
Mountain High Alternative School, Chaffey Union High School District
Royal Oak High School, Charter Oak Unified School District

July 19, 1977

Submitted by:
Joan K. Linn, Evaluator

CE 019 386

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Joan K. Linn, 18926 Berry Tree Lane, Orange, California 92669 (714) 639-4863

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SUMMARY NARRATIVE

The CAWEE Career Intern Program, funded by a federal grant, sought to demonstrate that experience based career education was a viable and needed alternative to existing learning experiences. Selecting three schools from three districts in the greater Los Angeles area, the program maintained a long term enrollemnt of 78 high school students during the course of the 1976-77 year. Many more students had short term experiences in the program.

Three distinct student populations were served: MGM students at Royal Oak High School, students seeking an alternative educational setting at, Mountain and a heterogeneous population in Marina's comprehensive high school. Specific persons at each site were designated to manage and coordinate program activities. Articulation between the three sites was facilitated by periodic meetings of project, school and/or district representatives.

To accomplish its purposes, the program established six process and three student outcome objectives. These objectives, being broad in nature, were further defined by a total of 28 criteria, which in most cases specified a level of attainment. A summative approach was selected as the most feasible method to ascertain program effects and an evaluator was chosen in the spring to collect, analyze and report data.

Detailed results are presented by objective, in succeeding pages of this report along with conclusions and recommendations. In general, however, eight of the nine objectives were met. The remaining objective was judged to be substantially met. In terms of the 28 criteria specified, 25 were met (12 exceeded) and 3 were also substantially met.

Finally, response to the program by students, project staff, non-participating teachers, parents and employer/community resources was consistently and highly favorable. Indeed, the Career Intern Program is viewed as both a viable and desirable alternative - one which should be continued in the future.

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

BY OBJECTIVE

OBJECTIVE 1

The program will expand the involvement of employer and community organizations and individuals in the educational process by increasing the diversity of careers represented and available for student exploration and by increasing the scope of learning experiences available to students in community settings.

Procedures

The development of a resource (person or organization) is complete when a detailed "Resource Guide" has been prepared. The latter includes important contact information about the resource as well as descriptive information about orientation, exploration and investigation activities. To determine the extent to which the criteria for the objective were met, designated personnel at each school site were asked to review all "Resource Guides," and record the necessary information, by resource, on the "Resource Identification List." Data were then tabulated by school and for the total, with percentages and means calculated as appropriate.

Findings

A summary of findings, presented in Table I following this section, shows that outcome levels for four criteria were exceeded (A, C, D, E) for the entire project with major differences amongst the schools. These criteria required that a minimum number of resources be developed for USOE career clusters, academic fields and the level of enrollment as well as used at the exploration and investigation levels. The fifth criterion specified a minimum percentage of resources developed for each of three career categories (professional, skilled and unskilled) and fell slightly short of being met in the "unskilled" category.

A review of the more detailed summary of data (Table I located in Appendix A) for all five criteria yields the following information:

Criteria A: Resources by USOE clusters

- -- more than 30 resources were developed for Business/Office, Communications and Media, Health and Public Services
- -- fewer than 5 resources were developed for Agribusiness, Construction, and Marine Science
- -- major differences occur by school site

Criteria B: Resources by career categories

- -- the greatest number of resources were developed in the professional category overall and for two of the three schools
- -- the fewest number of resources were developed in the unskilled category with two schools having none at all

Criteria C: Resources by academic areas

-- Between 22 and 44 resources were developed for each academic area with Communications, Media having the largest numbers and Life Science having the smallest
-- Overall the representation by academic area was relatively consistent. There were however, major differences in emphases when schools were compared

Criteria D: Participation of resources in various types of experiences

-- 65% of the resources participated at the orientation level, 55% at the exploration level and 46% at the investigation level
-- The percentages of resources participating in the three types of activities varied strikingly when comparing schools

Criteria E: Comparison of resources to program enrollment

-- A total of 134 resources were developed for the 78 students enrolled in the program
-- one school had almost four times as many resources developed as enrolled students; another school had developed resources which were approximately 60% of its program enrollment

All Criteria

-- A total number of 1611 resources were available for the 78 students enrolled in the program; of these 134 were developed yielding an average of 1.72 resources per student
-- none of the schools individually met all five criteria; one school however met four, another two and the third did not meet any of the criteria
-- outcome levels were exceeded for two criteria by two of the schools

Conclusions/Recommendations

Conclusions about the entire program, unfortunately, are misleading for several reasons. First, the three school sites are geographically too distant for resources to be exchanged. Second, the nature of the student populations served at each site and their corresponding needs is by design, quite dissimilar. Third, schools may have developed organizations which generate several persons, yielding more developed resources than were counted. In addition, development of resources was certainly based upon students interest. Without extensive review of such it would be unwarranted to conclude that an inordinate number of resources were developed for a particular category. Finally the number of available resources was substantially in excess of those developed. This would definitely increase the level of community involvement.

Nevertheless, a portion of the program's original intent was to develop a broad base and representative resources to serve all its students. Viewed

in this manner it would appear that a number of categories have too many or too few resources. Public Service, for example has 40 and Marine Science none. The Construction cluster, with only two, seems to be under-represented in light of what is presently occurring in Southern California's housing industry.

The lack of resources in the unskilled category has alternative implications: the resources were simply not developed, or none of the program participants were interested or, as a corollary, the program did not appeal to students who might desire an unskilled occupation.

In summary, then, it appears that overall there are a substantial number of resources available and developed for the student population as a whole to serve as learning experiences in community settings. Furthermore, there is at least adequate if not excellent representation for most of the USOE clusters, academic fields and types of experiences. In the career categories, however, there is disproportionate representation of both professional and unskilled areas. The objective may be considered substantially met.

Recommendations related to the development of resources are that:

1. Current, established resources be maintained

2. Schools attempt to broaden representation of resources in areas not presently covered, where student interests and needs warrant such.

3. Specific and immediate investigation be undertaken at two of the schools to determine reasons for the lack of resources in the unskilled category, with corresponding efforts to remedy discrepancies where warranted

4. Objectives dealing with resource development more closely approach the student population needs rather than take a generalized approach.

TABLE I
Summary of Findings for Objective 1 by Criterion

Criterion	Expected Outcome	Actual Outcome MAHS	MOHS	ROHS	Overall
A: There are at least three resources fully developed in at least ten of fifteen USOE clusters	3 or more for 10	3 or more for 7	3 or more for 11	3 or more for 3	3 or more for 12
B: There is at least 20% of the resource pool in each of professional, skilled and unskilled career categories	P-20% + S-20% + U-20% +	P-65% S-25% U-0	P-14% S-31% U-56%	P-87% S-13% U-0	P-58% S-27% U-15%
C: At least three resources developed in each of six academic fields	3 or more for 6	3 or more for 5	12 or more for 6	3 or more for 5	22 or more for 6
D: At least 15 different resources have participated with students at the exploration/investigation levels	15 + E 15 + I	39 32	22 17	13 13	74 62
E: The number of developed resources is at least equal to the number of enrolled students	R (No. of resources) ≥S (No. of students)	R(83)> S(22)	R(36)> S(31)	R(15)< S(25)	R(134)> S(78)
Total Number of Resources Available		1083	284	244	1611
Total Number of Resources Developed		83	36	15	134
Total Number of Students Enrolled in Program		22	31	25	78
Average Number of Resources Available per Student		49.23	7.89	9.76	20.65
Average Number of Resources Developed per Student		3.77	1.16	.60	1.72

OBJECTIVE 2

The program will increase the availability and attractiveness of career exploration and career development opportunities for all high school students.

Criteria A: In Spring, 1977 the total Work Experience Education program enrollment is more representative of the regular high school enrollment than was the Work Experience Education program in Fall, 1976 on the following variables: sex, program classification (college prep, vocational, general), and GPA.

Procedures

Prior to developing data collection procedures, program staff felt the necessity for revising the variables stated in the criterion due to the unlikelihood of obtaining valid, current information. The category, "program classification" was deleted and replaced with "ethnicity." Data collection was simply a matter of obtaining and recording enrollment data for the entire school, the Work Experience Education Program and the Career Intern Program. Obtaining GPA's proved to be an unwieldy if not impossible task for a number of reasons. Mountain for example, is an alternative school and does not give grades per se. Furthermore, comparisons implied the use of measures of central tendency (means, medians, or modes). These figures were not available for the entire school populations and the extensive activity required to generate such was not deemed either feasible or desirable in terms of possible benefits.

Ultimately enrollment data were tabulated and summarized to enable two types of comparisons: Work Experience Education to total school and Career Intern/Work Experience/total school enrollments.

Findings

First, the fall and spring Work Experience Education enrollments were compared to the total school population. A review of Table II following this section provides the following results:

1. Comparison of enrollment by sex

   -- For the total school enrollment, the proportion of males to females is about half and half. Two of the three schools also demonstrate this ratio
   -- For the total fall Work Experience enrollment, the proportion of males to females is 40/60. Only one school has a 50/50 ratio
   -- For the total spring Work Experience enrollment the proportion of males to females is 48/52. Two of the schools also approximate this ratio
   -- The proportion of all males to females in Work Experience moved from 40/60 to 48/52 - that is closer to the all school ratios. Only one school did not have this movement and, in fact, moved away from comparable ratios

2. Comparison of enrollment by grade

   -- For the total school, approximately one-fourth of the students are enrolled in each grade. Two of the schools exhibit this ratio while the third has fewer in ninth grade and substantially more in eleventh
   -- Fall total Work Experience enrollments show no students in ninth grade and a high percentage in twelfth. These percentages are generally descriptive of each of the schools separately
   -- Spring total Work Experience enrollments show an increase in percentages for ninth, tenth and eleventh grades with a corresponding decrease in twelfth. One of the schools, however, did not show any increase in the number of ninth graders
   -- All project schools, separately and as a group, had changes in Work Experience enrollments from fall to spring which more closely approximate the total school population grade breakdown

3. Comparison of enrollment by ethnicity

   -- For the total school, over 90% of the students fall into the "Anglo" or "White" category. The second largest group is "Spanish Surnamed" who represent approximately 5% of the population. All other ethnic groups (Asian, Black and Native Americans) show 1% or fewer students. One school shows a lower percentage of "Anglos" and a higher percentage of "Spanish Surnamed."
   -- Fall Work Experience enrollments when compared to the total group are the same for Anglos and Asians, lower for Blacks and higher for Native Americans and Spanish-Surnamed.
   -- None of the schools individually or considered as a group had changes in the various proportions of ethnic groups which was more representative of the total schools' distribution

The second set of findings involved a comparison of three distinct populations: Career Intern Program students, Work Experience Education (during the entire year) and the total school. Results, displayed in Table III indicate:

4. Comparison of enrollments by sex

   -- 49/51% (male/female) for the total school enrollment with one school having 42/58
   -- 49/51% for Work Experience enrollment with the same school having 54/46
   -- 35/65% for the Career Intern Program with a different school having 56/44

5. Comparison of enrollment by grade
   -- 25/28/25/21% (9/10/11/12) for the total school with one having 11/24/42/23
   -- .6/14/35/51% for Work Experience
   -- 10/24/36/29% for the Career Intern Program

6. Comparison of enrollment by ethnicity

   -- For total enrollment 92% Anglo, 1% Asian, .8% Black, .2% Native American and 5% Spanish Surnamed

-- 93/1/.3/.4/6% for Work Experience Education
-- 91/1/1/0/6% for the Career Intern Program

7. Comparison of mean G.P.A.

   -- For the two schools for which G.P.A.'s were available, comparison of Career Intern students mean G.P.A. to that of Work Experience students shows a significant difference (P =.001) for one school. This, however, is the school which elected to serve MGM students with its Career Intern Program

Conclusions/Recommendations

For the first variable considered, sex, the proportion of males to females in Work Experience Education did change from fall to spring and became more representative of the school population. Separately, one school did not achieve this change. Enrollments for the Career Intern Program show a disproportionately higher percentage of females for the total group and separately for two of the three groups. It appears that while equal numbers of males and females opt for Work Experience, considerably more females were interested and/or recruited for the community - based education approach.

The second variable, grade, also shows a better representation in spring Work Experience Education as compared to their fall enrollments. Even so, there are still no ninth graders participating in Work Experience at any time during the year. The percentages of students, by grade, participating in the Career Intern Program are much closer to those of the total school enrollment. Evidently more younger students are attracted to or recruited for community-based education. This result may also be a function of age-eligibility requirements.

For the third variable ethnicity, none of the schools were able to effect a closer representation of ethnic groups in Work Experience from fall to spring. Considered separately, one school did appear to lose some ground. Indeed, however, the actual percentages displayed for Work Experience and the project are not considerably different from the entire school. In this light it would seem that no major changes were necessary, and that the original assumption of differences in ethnic representation was not entirely valid.

Data analyses for the final variable, grade point average (G.P.A.), did not yield a great deal of information. In particular, the average G.P.A.'s were different for one of the two schools compared. Since these were MGM students, that difference was to be expected.

In summary, the requirements for this objective may be considered met. Although there were no real changes in ethnicity, it now appears that ethnic representation in the Work Experience Education program approximated that of the total schools' enrollment and, therefore, no change was required.

Above and beyond the objective, the analysis of the Career Intern program shows it to have a better grade level representation but a discrepancy in the number of males enrolled.

Recommendations concerning enrollment are that:

1. Individual schools review their separate Work Experience enrollment data and reduce any discrepancies which exist.

2. Two of the three schools make a concerted effort to enroll more male students in community-based education.

TABLE II
Comparison of Work Experience and Total School Enrollments

		Percent of Students										
		Sex		Grade				Ethnicity				
Total School	N	Male	Female	9	10	11	12	AN	AS	BL	NA	SS
Marina	3924	50	50	26	29	25	21	91	3	.3	.1	5
Mountain	212	42	58	11	24	42	23	81	0	1	0	17
Royal Oak	1227	49	51	26	27	25	21	92	1	.8	.2	5
Total	5363	49	51	25	28	25	21	92	1	.8	.2	5
Fall Work Experience												
Marina	267	44	56	0	7	28	65	94	1	.3	.7	3
Mountain	46	50	50	0	9	33	59	78	1	0	0	9
Royal Oak	131	30	60	0	18	32	50	92	2	0	0	7
Total	444	40	60	0	11	30	59	92	1	.2	.4	6
Spring Work Experience (including Career Intern Students)												
Marina	294	49	51	1	13	39	45	95	1	.3	.6	2
Mountain	63	41	58	3	9	46	41	81	0	0	0	9
Royal Oak	157	47	53	5	24	38	34	92	2	.6	0	6
Total	514	48	52	2	16	40	42	93	2	.3	.3	5

TABLE III
Comparison of Enrollments 1976-77

Total School	N	Percent of Students: Sex		Grade				Ethnicity					Mean G.P.A.
		Male	Female	9	10	11	12	AN	AS	BL	NA	SS	
Marina	3924	50	50	26	29	25	21	91	3	.3	.1	5	--
Mountain	212	42	58	11	24	42	23	81	0	1	0	17	n/a
Royal Oak	1227	49	51	26	27	25	21	92	1	.8	.2	5	2.55
Total	5363	49	51	25	28	25	21	92	1	.8	.2	5	--
Work Experience Education													
Marina	400	49	51	.9	11	35	54	94	1	.2	.7	3	2.52
Mountain	59	54	46	0	10	41	49	81	2	0	0	17	n/a
Royal Oak	175	46	54	.6	22	34	44	91	2	.5	0	7	2.16
Total	634	49	51	.6	14	35	51	93	1	.3	.4	6	2.41
Career Intern Program													
Marina	22	27	73	0	32	32	36	95	0	0	0	5	2.75
Mountain	31	23	77	6	10	42	42	87	0	0	0	13	n/a
Royal Oak	25	56	44	24	36	32	8	92	4	4	0	0	3.68
Total	78	35	65	10	24	36	29	91	1	1	0	6	3.17

OBJECTIVE 3

The program will promote the integration of academic, vocational and general education.

Criterion A: At least 50% of the project students will have earned at least ½ academic credit through EBCE projects.

Criterion B: At least 75% of project students perceive the program as increasing their understanding of the ways academic knowledge is used in careers.

Procedures

To ascertain the extent to which the objective was attained, two measures were used. The "Career Intern Program Enrollment Analysis" collected information about the number of credits earned based upon school records. Like information proved extremely difficult to obtain since the three schools award credits in varying ways. Although an attempt was made to establish comparable data, there is still question as to whether results are truly reliable.

Results for the second criterion were generated from a questionnaire administered to students in the program - the "Participating Student Survey." Four categories of responses were used: ("Strongly Agree," "Agree," "Disagree," and "Strongly Disagree") and results for item 1 on the questionnaire are included in Table III following this section.

Findings

1. Academic credits earned through the project

   -- of the 78 students participating in the Career Intern Program, 38 or 49% are reported to have earned approximately ½ credit during the year. Only one school met the criterion with 80% of its students earning such credit
   -- 54 or 70% of the students earned some credit during the year

2. Students' increased understanding of the ways academic knowledge is used in careers

   -- 78% of the total number of students responded positively to the questionnaire item which stated "My project activities helped me to understand how school knowledge is used in the world of work." (20% "Strongly Agree" and 58% "Agree")
   -- 22% of the students disagreed
   -- Two of the three schools had over 80% of their students responding positively

Conclusions/Recommendations

In terms of academic credit earned, and assuming school reports have been interpreted correctly, results show that the program missed meeting the 50% criterion level by 1%. Additionally it appears that though a substantial portion of the participating students are earning units of credit, the amounts of credit are minimal and many students have earned no credit whatsoever. The possibility exists that the lack of credits earned may be attributed to stringent program requirements. A review of information submitted by the schools also reveals a large number of students who did not complete their reports and thereby earn credit. Placing all information in perspective, the criterion appears to be substantially met overall and fully met by only one of the schools. In addition, several possible recommendations emerge: stiffening of enrollment requirements; closer monitoring of student activities; reduced requirements for earning a half of academic credit; alternative methods for earning credit. Regardless of the possible alternatives, schools will need to investigate their specific needs and determine the most appropriate approach if, indeed, any change is considered necessary.

The second criterion uses a self-report to determine if students perceive the program to have assisted them in relating academic knowledge to careers. With 78% responding positively, the criterion was slightly exceeded. Nevertheless almost one fourth of the students "disagreed." While the outcome level was attained, it would seem worthwhile to do a more detailed study of all student responses to determine if a response pattern exists for a particular resource, grade or other important variable.

TABLE III
Summary of Student Responses - Participating Student Survey

Percent of Students Responding

Questionnaire Item	Marina (N=16) SA	A	D	SD	Mountain (N=21) SA	A	D	SD	Royal Oak (N=22) SA	A	D	SD	Total (N=59) SA	A	D	SD
1. My project activities helped me to understand how school knowledge is used in the world of work.	19	69	13		24	57	19		18	50	32		20	58	22	
2. The program helped prepare me to make more informed decisions about my future.	56	38			38	48	10		50	41	9		47	42	7	
3. My project activities helped me to learn better in my courses.	6	56	38		5	57	38			50	41	9	3	54	39	3
4. The program helped me learn about myself and matching that to career choices.	38	56			10	76	14		41	32	23		29	54	14	
5. The program helped me learn about different careers.	13	75		6	19	62	14		27	68			20	68	5	5
6. My experiences in the program made me aware of the need to develop basic skills.	56	31	13		29	33	33	5	23	59	9	5	34	42	19	4
7. The program generally met my needs and expectations.	31	63			33	57	5	5	23	59	14		29	59	8	2

OBJECTIVE 4

The program will increase the relevance of education to employment and functioning in society.

Criteria A: At least 75% of project students perceive the program as preparing them for informed career choice.

Procedures

The "Participating Student Survey" was administered to all program participants. Questionnaires were tabulated for each school and for the total group, with percentages calculated. Statements in the questionnaire call for a student response of "Strongly Agree," "Agree," "Disagree" or "Strongly Disagree." Items 2, 3, 4 and 5 were designated to collect information about the criterion; detailed results are presented in Table III located in the previous section.

Findings

1. Item 2 - "The program helped me to make more informed decisions about my future"

   -- 89% of the students responded positively
   -- Although there were some differences among schools, the total percentages were approximately the same

2. Item 3 - "My project activities helped me to learn better in my courses."

   -- 57% of the students responded positively
   -- Individual school responses ranged from 50-62% of the students responding positively

3. Item 4 - "The program helped me learn about myself and matching that to career choices"

   -- 83% of the students responded positively
   -- Major differences were noted for the schools individually in the number of students "agreeing" or "strongly agreeing."

4. Item 5 - "The program helped me learn about different careers."

   -- 88% of the students responded positively
   -- All schools showed a positive response by more than 80% of the students

5. All items

   -- an average of 79% of the students responded positively to all four items (25% strongly agreed, 54% agreed)
   -- average responses by school range from 77-84% positive

Conclusions/Recommendations

Three of the four items dealt with preparing students for informed career choices. More than 85% of the students believed that the project's activities helped them to learn about themselves, careers and make more informed decisions about the future. In this regard it appears that the program has been highly successful.

The fourth item suggests that project activities will help students learn better in their courses, with 57% of the students responding that it did so. Here, obviously, the program does not fare quite as well. However, to expect that program activities would result in greater academic gains may be too ambitious and perhaps inappropriate. Since this item was not as closely related to the criterion, overall results may be judged to have exceeded the objective and no recommendations are made.

OBJECTIVE 5

The program will encourage the development of attitudes, skills and knowledge enabling students to cope with accelerating societal change.

Criterion A: At least 75% of students show project activities related to decision-making and interpersonal skills development.

Criterion B: At least 80% of students completed orientation-level experiences in more than one career family.

Procedures

To assess accomplishment for this objective, project staff completed the Career Development Evaluation form, Parts I and II for each participant. For the first criterion, project staff rated student projects to determine the extent to which the projects evidenced seven identified sub-criteria. For the second criterion, all student contact with resources was recorded, along with the nature of the experience (orientation, exploration and/or investigation) and the career families represented. Forms were subsequently tabulated and percentages established.

Findings

1. Decision-making and interpersonal skills development. (See Table V for detailed data)

   -- An average of 97% of the students showed at least some activities in decision-making and interpersonal skills development. No major differences were observed between schools.

   -- An average of 44% of the students evidenced a large number of the activities in question. One school had considerably fewer students who showed "major" attention to interpersonal and decision-making skills.

2. Completion of experiences

   -- 76% of the students had orientation level experiences in two or more career families. Two schools showed over 90% of the students having this type of experience.

   -- 61% of the students participated in exploration level experiences. Major differences were evident among schools.

   -- 43% of the students engaged in investigation experiences. One school showed 85% of its students involved at this level.

   -- For the 74 students for which data were available, the average number of experiences per student was 4.26 for orientation, 1.62 for exploration and 1.04 for investigation

Conclusions/Recommendations

In terms of decision making and interpersonal skills development it is evident that almost all of the students did engage in some related activities. Additionally, almost half of the students showed extensive involvement. The criterion level has obviously been exceeded.

With respect to the number and nature of student contact with resources, the criterion level of 80% with orientation experiences in two or more career families was substantially met overall and exceeded by two of the schools. Furthermore an impressive number of students went on to obtain higher levels of experience.

No recommendations are made at this time.

TABLE V
Summary of Student Performance Related to Decision-Making and Interpersonal Skills Development

Decision Making Interpersonal Skills	Percent of Students Rated											
	Marina (N=11)			Mountain (N=18)			Royal Oak (N=26)			Total (N=55)		
	None	Some	Major	None	Some	Major	None	Some	Major	None	Some	Major
1. Search for in-depth information	9	9	73	6	83	11		27	73	4	43	54
2. Comparative Information	18	18	45	6	89	6	4	27	69	8	47	45
3. Identification of skills/ education needed for career		20	80		78	22		28	72		55	45
4. Identification of benefits/ consequences of employment		20	80		72	28		50	50		52	48
5. Identification of compensation		40	60	6	83	11		54	46	2	61	37
6. Identification of future job demand	9	36	55		89	11		46	54	2	58	40
7. Experience with resources previously unknown	9	64	27	11	61	28		44	56	6	54	41
Overall average	6	30	60	4	79	17	1	39	60	3	53	44

OBJECTIVE 6

The program will foster positive attitudes in the school and community toward experience-based learning as a legitimate educational activity.

Criterion A: At least 70% of participating employer/community resources have a positive attitude toward the program.

Criterion B: At least 75% of parents of EBCE students approve of the program.

Criterion C: At least 80% of participating students indicate the program meets their perceived needs.

Criterion D: At least 80% of participating faculty support the program as a needed alternative Career Education program.

Criterion E: At least 60% of non-participating faculty support EBCE as a needed alternative Career Education program.

Procedures

To collect information for this objective, questionnaires were developed and administered to each of the groups above. Instruments were entitled Resource Attitude Survey, Parent Survey, Participating Student Survey and Faculty/Staff Survey. While only one to several items on each survey related to the criterion, remaining items provided an opportunity to obtain feedback from the various groups. Questionnaires were tabulated and summarized with appropriate percentages calculated for each school and for the entire group. Student and staff surveys utilized the "Strongly Agree" response format. Parent and community resources, on the other hand, indicated "Yes," "Somewhat" or "No."

Findings

Detailed data summaries may be found in Tables III, VI A, B, and C in this and previous sections of the report.

1. Participating employer/community resource attitude toward the program

   -- a total of 57 responses were received

   -- 76% of all the resources fully understood the goals of the program. One school separately showed 90% having this understanding.

   -- 33% perceived the program as definitely having value to them and their organization. Another 52% saw the program as "somewhat" valuable to them. Responses varied considerably by school with the range of "yes" responses from 17 to 50%.

-- 71% felt (responded "yes") that the program had merit for the students. An additional 22% responded "somewhat." Responses for one school were considerably lower than those of the other two schools.

-- 94% would definitely recommend the program to other organizations. A high level of response was consistent for all schools.

-- 93% would participate in the program again

-- An average of 75% responded positively ("yes") to the six items on the questionnaire. Individual school average percentages ranged from 71 to 78.

2. Parent support of the program

-- 58% of the parents were aware of the purpose and activities of the program. Another 42% were "somewhat" aware. Responses by school were quite different ranging from 31 to 89% aware.

-- 78% felt that the program had been beneficial to their son or daughter. There were small differences in responses by school.

-- Between 44 and 69% of the parents viewed the program as assisting their child in increasing academic, basic and vocational skills; in preparing for work, continued education and the future in general; and learning about careers or jobs. One school exhibited consistently fewer positive responses.

-- 9% of the parents felt that the program helped to increase school attendance.

-- For six of the items involving effects upon the student, an average of 59% responded positively.

3. Students' opinion about the program

-- 88% of the participating students reported that the program generally met their needs and expectations (29% strongly agree and 59% agree)

-- Two schools showed 90% or more students responding positively to this item

4. Faculty/staff support of the program

-- All of the participating teachers and 83% of the non-participating teachers responding were aware of the program, its purpose and generally how it functioned. Some differences were noted for individual schools.

-- All participating teachers felt that this type of the program provides a needed alternative in career education (60% strongly agree, 40% agree). There were no differences by school.

-- 95% of the non-participating teachers believed the program to provide such an alternative (56% strongly agree, 39% agree). Only one school had any dissenters.

-- All participating and non-participating teachers would like to see the program continued next year.

Conclusions/Recommendations

For the first criterion, employer/community support of the program, results indicate that those resources responding to the questionnaire were highly positive in their attitudes toward the program and would like to see it continue. Results further imply that program activities are most beneficial to students. These resources apparently, although seeing limited benefit to themselves, still feel the program to be most desirable and would certainly recommend it to others. It is entirely possible that these resources do not perceive the short and long range benefits which might accrue to their organization. Regardless, the level of attainment specified in the criterion has been exceeded by 6%. Caution, however, should be utilized in generalizing about results since the 57 respondents represent less than 50% of the resources participating and do not always represent a random sampling.

The second criterion deals with parent support of the program. When "yes" responses only are considered indicative of this support, the criterion level has been exceeded by 3%. In other words, parents view the program as beneficial to their child. The attempt made to clarify areas of greater or lesser benefit, however, yielded results which were somewhat discrepant. Fewer parents overall believed that program activities resulted in skill gains (academic, basic, vocational), increased school attendance or greater ability to plan for the future. Worthy of note is the fact that only 58% of the responding parents felt that they definitely understood the purpose and goals of the program. This most certainly would have affected their responses and may, in part, explain the discrepancy. Nevertheless, it is not clear at this time just which of the possible program effects are considered so beneficial.

The degree to which the program met student-perceived needs was addressed by the third criterion. With 88% of the students responding positively, the level of attainment here, too, was exceeded. No attempt was made, as a part of the evaluation, to determine the level or nature of student needs.

The final two criteria specified a level of program support by school faculty and staff. Although the original assumption was that more participating staff would support the program than non-participating staff, results demonstrate this not to be the case. All staff, regardless of their involvement or lack of such, consistently responded positively. Some differences in the two groups were evident in two areas only: 1) knowledge of the program; and 2) receipt of positive student feedback about the program. While both criteria were exceeded, care must be exercised here, too, in generalizing results for non-participating staff. Data was accumulated for 25 such persons, representing high schools with a combined

enrollment of over 5000 students and where the teaching staff is considerably larger.

Keeping in mind the tentative nature of several sets of data presented here, it still seems warranted to make a preliminary conclusion - that the program has been able to foster positive attitudes in the school and community toward experience - based learning as a legitimate activity. Three recommendations are indicated:

1. Expanding the data base for non-participating staff and employer/ community resources to insure representativeness of results

2. Further investigation to clarify the nature of student growth as a result of the program

3. Increasing the level of program orientation activities for community resources, parents and non-participating staff.

TABLE VI A
Summary of Community Resource Opinions About the Program
Resource Attitude Survey

Questionnaire Item	Percent of Persons Responding											
	Marina (N=17)			Mountain (N=30)			Royal Oak (N=10)			Total (N=57)		
	No	Somewhat	Yes	No	Somewhat	Yes	No	Somewhat	Yes	No	Somewhat	Yes
1. Do you understand the goals of the Career Intern Program?	24		76	4	25	71		10	90	2	22	76
2. Were these objectives satisfactorily explained to you by our staff?	13		88	4	14	82		20	80	2	15	83
3. Was the program of value to you and your organization?	83		17	25	42	33	10	40	50	15	52	33
4. Was the program of value to the participating students?	7		93	16	32	52		20	80	8	22	71
5. Would you recommend the program to other organizations?			100	4	4	92		10	90	2	4	94
6. Would you participate in the program again?	6		94	4		96		20	80	2	5	93

TABLE VI B
Summary of Parent Opinions About the Program
Parent Survey

Questionnaire Item	Marina (N=9)			Mountain (N=14)			Royal Oak (N=21)			Total (N=44)		
	Yes	Swt	No	Yes	Swt	No	Yes	Swt	No	Yes	Swt	No
1. Were you aware of the purpose and activities of the program?	89	11		31	69		62	38		58	42	
2. Do you feel the program has been beneficial to your son/daughter?	75	25		67	33		86	14		78	22	
Did the program help your son/daughter?												
3. Increase his/her academic skills (subject matter courses)?	38	38	25	8	75	17	67	33		44	46	10
4. Increase his/her basic skills (reading, oral and written communications)?	38	50	13	31	54	15	76	24		55	38	7
5. Increase his/her vocational/ occupational skills?	71	29		55	45		76	24		69	31	
6. Increase school attendance?		11	79	8	31	62	14	62	24	9	42	49
7. Prepare for work or continued education?	78	22		38	54	8	71	29		63	35	2
8. Learn about careers or jobs?	67	21	11	42	58		76	24		64	33	2
9. Plan for the future?	67	22	11	20	80		71	29		58	40	3

TABLE VI C
Summary of Faculty/Staff Opinions About the Program
Faculty/Staff Survey

Questionnaire Item	Group* (N)	Percent of Staff Responding: Marina (4/1) SA	A	D	SD	Mountain (3/8) SA	A	D	SD	Royal Oak (3/16) SA	A	D	SD	Total SA	A	D	SD
1. I was aware of the program, its purpose and generally how it functioned	P (10)	75	25			100				67	33			80	20		
	NP (23)		100				75	25		36	50		14	22	61	9	9
2. Students in the program succeeded in increasing their academic and occupational skills	P (9)	67	33				67	33		33	67			33	56	11	
	NP (14)		100			20	60	20		25	75			21	71	7	
3. Student feedback about the program was positive	P (9)	50	50			50	50				100			33	67		
	NP (19)		100			14	71	14		36	45	9	9	26	58	11	5
4. This type of program provides a needed alternative in career education	P (10)	75	25			67	33			33	67			60	40		
	NP (19)	100				71	29			40	50	10		56	39	6	
5. The program should be continued next year	P (9)	100				67	33			33	67			70	30		
	NP (15)	100				71	29			45	55			53	47		

*P = Participating staff NP = Non-participating staff

OBJECTIVE A
Career Development

1. Students will test, confirm, or clarify their awareness and understanding of their own current interests, abilities, values and limitations relevant to career goal selection and achievement and recognize that these may change with further education or experience.

2. The student will have a positive attitude toward planning his/her future education, career(s) and lifestyle.

3. The student will demonstrate increased knowledge of the duties, requirements and benefits of careers they explore.

4. The student will have integrated information about career options with information about self in confirming or clarifying his or her goals.

5. The student will demonstrate self-reliance and ability to function responsibly and independently in daily activities: that is, he will be able to plan activities and manage time and other resources to accomplish goals, keep commitments to others, and follow through planned activities, seeking guidance or assistance as necessary; evaluate his/her own behavior and performance; and accept responsibility for actions taken.

6. Students will demonstrate a positive attitude toward continued and active learning.

Procedures

Using the Career Development Evaluation form, Part III, project staff were asked to rate each student's level of growth in the six areas listed above. Rating categories were designated as "None," "Some" or "Major." Responses were then tabulated and percentages derived. Those students having minimal involvement in the program were excluded from calculations.

Findings

Results are presented in Table VII following this section.

1. Self-knowledge

   -- 96% of the students exhibited some growth; 56% showed major growth

   -- One school had considerably fewer students with major growth

2. Positive attitude toward planning

   -- All students were rated as having growth; 59% had major increases

-- One school again showed fewer students with extensive increases

3. Knowledge of careers explored

   -- 98% of the students showed some gains; 51% were viewed as major

   -- One school had fewer students with large gains

4. Integration of self and career knowledge in clarifying or confirming goals

   -- 93% of the students were reported as having growth; for 49% this growth was major

   -- Major differences were evident between the three schools

5. Self responsibility

   -- 97% were considered to have gained; of these 54% were deemed major

   -- One school reported fewer students with large gains

6. Positive attitude toward continued learning

   -- 94% of the students demonstrated more positive attitudes; 54% had substantial increases

   -- One school had fewer students with major growth

Conclusions/Recommendations

Results indicate that over 90% of the students participating in the program evidenced growth in career development as defined by the six criteria. Not quite half had "some" growth and slightly more than half were rated as having "major" growth.

Unfortunately no specific level of attainment was specified in the objective. Nevertheless, from the high percentages obtained it seems safe to assume that the objective was met overall and for each of the schools separately. One school in particular showed a reverse proportion of some to major when compared to the other two schools. Since these ratings were subjective in nature it is possible that staff may have defined terms slightly differently.

Only one recommendation is made: that the program or schools attempt to more precisely define indicators of career development growth to reduce the subjective nature of the results.

TABLE VII
Summary of Students Career Development Growth

Criterion	Percent of Students Rated as Having Growth											
	Marina (N=11)			Mountain (N=19)			Royal Oak (N=26)			Total (N=57)		
	None	Some	Major	None	Some	Major	None	Some	Major	None	Some	Major
1. Self-knowledge related to career development	9	9	82		79	21		27	73	2	40	56
2. Positive attitude toward planning		18	82		74	26		27	73		41	59
3. Knowledge of careers explored	8	17	75		84	16		35	65	8	47	51
4. Integration of self and career knowledge in confirming/clarifying goals	18		82	10	80	10		35	65	7	44	49
5. Self-reliance and ability to function responsibly and independently in daily activities	9	9	82	5	79	16		31	69	4	43	54
6. Positive attitude toward continued and active learning	9	9	82	10	75	15		27	73	5	40	54

OBJECTIVE B
Basic Skills

1. Students will increase their motivation to develop these skills by perceiving their utility.

Procedures

To measure accomplishment for this objective a series of activities in Reading, Oral and Written Communication and Mathematics were selected. The fact that a student chose to be involved in one or more of these activities was believed to be indicative of their motivation. A simple school profile chart was then designed upon which to record accomplishment of activities. Students with basic skills deficiencies were identified, in some cases via testing, and their participation in any of the activities monitored. Results were then tabulated in terms of numbers only since the total number of identified students was so small.

Opinions gleaned from student and parent surveys were also used to give an expanded perspective about all students in the program.

Findings

1. Students with basic skill deficiencies (See Table VII A in the Appendix for data summary)

   -- Two of the three schools identified students with skill deficiencies, for a total of 12 students

   -- Students engaged in an average of 3 activities in Reading, 3.7 in Oral Communication, 1.8 in Written Communication and 1.7 in Mathematics

   -- activities participated in by more than half of the students were: enrollment in a reading or math class; demonstrating growth on a reading test; interviewing a resource person; participating in seminar or group discussion and expressing a need or interest to a Learning Coordinator

2. Students <u>not</u> identified with basic skill deficiencies

   -- Two of the three schools recorded activity participation for a total of 42 students

   -- Students engaged in an average of 3.7 activities in Reading, 4.1 in Oral Communication, 3.2 in Written Communication and 2.3 in Mathematics

   -- All activities were well represented by students except enrollment in a reading or speech class; working with a tutor and reading or math tests

3. All program students

   -- All students for which data were available participated in at least one of the designated basic skills activities

   -- 76% of the students reported that their experiences in the program made them aware of the need to develop basic skills

   -- 93% of the parents believed the program to have definitely or somewhat helped students to increase their basic skills

Conclusions/Recommendations

Student perceptions alone reveal an awareness on their part of the need to develop basic skills. Further evidence is found in the level to which they engaged in the identified activities, many of which were voluntary. It is unfortunate that data are not consistent amongst the schools, but existing data indicate that the objective has been satisfied.

As a sidelight it is interesting to note the downward progression of participation from Reading to communication skills to Mathematics. Of interest as well is that non-deficient students appear to participate in more basic skills related activities than do those identified as deficient. The only recommendation for this component would be to investigate reasons for these levels of participation and perhaps to select some alternative strategies as a result.

OBJECTIVE C
Academic Knowledge and Skills

1. Students will identify how the methods and concepts of self-selected subject areas are utilized by working adults.

2. Students will increase their understanding of and will apply methods and concepts of self-selected disciplines to the solution of personal, practical, or intellectual problems.

Procedures

The Career Development Evaluation form, Part IV was the primary source for collecting data for this objective. Project staff rated each student's performance "poor," "adequate" or "outstanding." Scores for students with minimal involvement in the program were not used. Results were tabulated and percentages determined for each rating by criterion.

In an effort to further verify project staff opinions, responses by parents, school staff and students themselves from previously mentioned surveys were included as well.

Findings

1. Project staff opinions

   -- 91% of the students were rated at least adequate in their ability to identify how subject matter is used by working adults; 54% were considered outstanding in this area.

   -- 95% of the students were reported to have at least an adequate understanding of how their own academic skills could be used in problem solving; 43% were judged as outstanding

2. Other opinions

   -- 92% of the regular school staff not involved in the program felt it to have increased students' academic (and occupational skills)

   -- 44% of the parents felt the program was influential in increasing academic skills; another 46% perceived it as somewhat so

   -- 78% of the students agreed that project activities helped them relate school knowledge to the world of work

Conclusions/Recommendations

In light of the data generated by project staff opinions it would seem that almost all of the students display at least adequate ability to apply

academic skills to the work setting or to solving problems. Furthermore, approximately half of the students are perceived to have outstanding performance in these areas.

Since no pre-post data were collected, it would be premature to conclude that project activities resulted in this level of performance. Nevertheless, other staff members, parents, and students as well have indicated that the program positively influenced students abilities in the areas mentioned.

Although no specific level of attainment was originally established in the objective, it would seem that both criteria should be considered met. A recommendation for the future would be to precisely define the outcomes expected and to include more objective measures of their accomplishment.

TABLE IX
Summary of Students' Academic Knowledge and Skills
As Related to Program Activities

Criterion	Marina (N=12)			Mountain (N=19)			Royal Oak (N=26)			Total (N=56)		
	Poor	Adeq.	Outs	Poor	Adeq.	Outs	Poor	Adeq.	Outs	Poor	Adeq.	Outs
1. Ability to identify how methods and concepts in student's subject areas are utilized by working adults	8	33	58	21	53	26		27	73	9	37	54
2. Understanding and application of methods and concepts of self-selected disciplines to solution of personal, practical or intellectual problems	18	36	45	5	95			27	73	5	52	43

APPENDICES

Appendix A
Detailed Data Presentation

TABLE IA
Detailed Summary of the Nature of Developed Resources

Cluster	MAHS	MOHS	ROHS	Total
Agribusiness	1		1	2
Business/Office	9	15	10	34
Communications and Media	13	20	2	35
Construction	1	1		2
Consumer Home Making	1	6		7
Environment	1	2		3
Fine Arts	19	6	2	27
Health	16	14	1	31
Hospital and Recreation	1	9		10
Manufacturing		3	3	6
Marine Science				0
Marketing and Distribution	11	5	2	18
Personal Service	1	18		19
Public Service	19	17	4	40
Transportation	4	5		9
Career Categories				
Professional	60	5	13	78
Skilled	23	11	2	36
Unskilled	0	20	0	20
Academic Areas				
Social Science	6	17	4	27
Physical Science	12	16	1	29
Life Science	5	13	4	22
Commerce	15	14	3	32
Communications, Media	13	27	4	44
Mathematics	2	12	12	26
Other	21	4	0	25
Level of Use				
Orientation	39	34	13	86
Exploration	39	22	13	74
Investigation	32	17	13	62

TABLE VIII A
Summary of Basic Skills Activities

Area/Activity	Number of Students Enrolled MAHS (N=3)	MOHS (N=9)	ROHS (N=0)	Total (N=12)
1.0 Reading				
1.1 Enrolled in a reading class.	3	9		12
1.2 Read material related to career research.	3	2		5
1.3 Used reading skills at resource site.	2			2
1.4 Worked with a tutor.	1	2		3
1.5 Read resource guide(s).	1			1
1.6 Read materials related to the project product.	1	2		3
1.7 Completed a reading competency activity.	1	3		4
1.8 Demonstrated growth on a Reading Test.		6		6
2.0 Oral Communication				
2.1 Worked with a tutor.	1	3		4
2.2 Interviewed resource person.	3	4		7
2.3 Used acceptable oral communication skills at resource site.	3			3
2.4 Called to set up an appointment.	2	3		5
2.5 Participated in seminar or group discussion(s).	3	4		7
2.6 Worked cooperatively with another student on joint project.		2		2
2.7 Expressed individual need or interest to Learning Coordinator.	3	8		11
2.8 Completed an oral communication competency activity (example: mock interview).		1		1
2.9 Enrolled in a speech or drama class.		2		2
3.0 Written Communication				
3.1 Enrolled in a composition class.	1	4		5
3.2 Used writing skills at resource site.				
3.3 Wrote a project plan.	2			2
3.4 Completed a written project product.	2	3		5
3.5 Kept a detailed log of project activities.	2	1		3
3.6 Worked with a tutor.	1	1		2
3.7 Completed a writing competency activity (example: letter to someone in community).	1	1		2
4.0 Mathematics				
4.1 Enrolled in a basic or advanced math class.	1	7		8
4.2 Worked with a tutor.		2		2
4.3 Used basic math skills in developing a project.	1			1
4.4 Used basic math skills at resource site.	2	3		2
4.5 Completed a math competency activity (example: basic skills test).	1	3		4
4.6 Demonstrated growth on a Mathematics Test.				

Appendix B
Evaluation Instruments and Recording Forms

CAWEE CAREER INTERN PROGRAM
Resource Identification List

School _____ Completed by _____ Date _____

Total Number of Resource Sites Available _____

Resource Name (Organization)	No. of Guides Developed		Career Cluster Code	Academic Area Code							Skill Category			No. of Students Using			
	RO	RP		SS	PS	LS	CO	SM	MA	O	P	S	U	Ornt. Level	Expl. Level	Invstg. Level	Total
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
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28.																	
29.																	
30.																	
31.																	
32.																	
33.																	

CAWEE CAREER INTERN PROGRAM
Resource Identification Code List

Career Clusters

1. - Agribusiness
2. - Business/Office
3. - Communications and Media
4. - Construction
5. - Consumer Home Making
6. - Environment
7. - Fine Arts
8. - Health
9. - Hospital and Recreation
10. - Manufacturing
11. - Marine Science
12. - Marketing and Distribution
13. - Personal Service
14. - Public Service
15. - Transportation

Academic Areas

SS - Social Science

PS - Physical Science

LS - Life Science

CM - Communications and Media

CO - Commerce

MA - Mathematics

O - Other

Skill Categories

P - Professional

S - Skilled

U - Unskilled

CAWEE CAREER INTERN PROGRAM
Career Intern Program Enrollment Analysis

School_____ Completed by_____ Date_____

Student Name	Semester		Sex		Ethnicity*					Grade				Semester Credits Earned					GPA
	F	S	M	F	AN	AS	BL	NA	SS	9	10	11	12	0	¼	½	1	2	
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
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29.																			
30.																			

*AN - Anglo, AS - Asian, BL - Black, NA - Native American, SS - Spanish Surname

CAWEE CAREER INTERN PROGRAM
Work Experience Education Enrollment Analysis

School_____ Prepared by_____ Date_____

Student Name	Semester		Program			Sex		Ethnicity					Grade				GPA
	F	S	VWEE	GWEE	EWEE	M	F	AN	AS	BL	NA	SS	9	10	11	12	
1.																	
2.																	
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32.																	
33.																	

CAWEE CAREER INTERN PROGRAM
Participating Student Survey

Student_____ School_____ Date_____

Number of credits earned this year in Career Intern Program_____

Check the answer which best describes your feelings about the Career Intern Program.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My project activities helped me to understand how school knowledge is used in the world of work.	_____	_____	_____	_____
2. The program helped prepare me to make more informed decisions about my future.	_____	_____	_____	_____
3. My project activities helped me to learn better in my courses.	_____	_____	_____	_____
4. The program helped me learn about myself and matching that to career choices.	_____	_____	_____	_____
5. The program helped me learn about different careers.	_____	_____	_____	_____
6. My experiences in the program made me aware of the need to develop basic skills (Reading, Writing, Mathematics).	_____	_____	_____	_____
7. The program generally met my needs and expectations.	_____	_____	_____	_____

CAWEE CAREER INTERN PROGRAM
Career Development Evaluation

Student_____ Reviewer_____ Date_____

Reviewed with student: Yes_____ No_____

I. Career Experiences Information

A. List all resources with which the student has had contact. For each resource check to indicate the type of experience. (O - Orientation, E - Exploration, I - Investigation).

		O	E	I
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

B. List the career families represented by above contacts.

1._____ 4._____
2._____ 5._____
3._____ 6._____

II. Project Descriptions and Products

A. List projects or products completed including nature of project (report, oral presentation, media, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

B. Rate students skills using the following criteria based upon review of projects.

	None	Some	Major
1. Search for indepth information			
2. Comparative information			
3. Identification of skills/education needed for career			

	None	Some	Major
4. Identification of benefits and/or consequences of employment.	____	____	____
5. Identification of compensation (wages, fringe benefits).	____	____	____
6. Identification of future job demand.	____	____	____
7. Experiences with resources previously unknown.	____	____	____
8. Other (Specify) _____	____	____	____

III. Career Development

Rate the student's Level of growth in each of the following areas

	None	Some	Major
1. Self Knowledge: Awareness and understanding of own current interests, abilities, values, and limitations relevant to career goal selection and achievement. Recognition that these may change with further education or experience.	____	____	____
2. Planning: Positive attitude toward planning future education, career(s), lifestyle.	____	____	____
3. Planning: Information about career options and self has been integrated in confirming or clarifying goals.	____	____	____
4. Career Knowledge: Knowledge of duties, requirements, and benefits or careers explored.	____	____	____
5. Self-Responsibility: Self reliance and ability to function responsibly and independently in daily activities (i.e. plan activities; manage time and other resources to accomplish goals; keep commitments to others; follow through on planned activities; seek guidance or assistance as necessary; evaluate own behavior and performance; accept responsibility for actions taken.	____	____	____
6. Attitude Toward Learning: Positive attitude toward continued and active learning.	____	____	____

IV. Academic Knowledge and Skills

Rate the student's performance in each of the following areas

	Poor	Adequate	Outstanding
1. Ability to identify how methods and concepts in the student's subject areas are utilized by working adults.	___	___	___
2. Understanding and application of methods and concepts of self-selected disciplines to solution of personal, practical or intellectual problems.	___	___	___

CAWEE CAREER INTERN PROGRAM
Resource Attitude Survey

Organization _____

Person _____ Title _____

Please check the category which best describes your response to the question.

	No	Somewhat	Yes
1. Do you understand the goals of the Career Intern Program?	_____	_____	_____
2. Were these objectives satisfactorily explained to you by our staff:	_____	_____	_____
3. Was the program of value to you and your organization?	_____	_____	_____
4. Was the program of value to the participating students?	_____	_____	_____
5. Would you recommend the program to other organizations?	_____	_____	_____
6. Would you participate in the program again?	_____	_____	_____

7. Please provide any additional recommendations and/or commendations you have about the program.

CAWEE CAREER INTERN PROGRAM
Parent Survey

Name (Student)_____ Grade_____
Name (Parent)_____ Telephone_____
School_____ Completed by_____

Instructions:

- Complete the information above in advance.
- Contact the parent. If not at home, try to obtain a feeling for an appropriate time to call. Followup.
- During the telephone call
  a. Identify yourself, the school.
  b. Mention student's name and their involvement in the program.
  c. Solicit their feedback using the questions below. (i.e. ask the question, let them respond in their own words, check the response which best describes their answer).
  d. Answer any questions they might have.
  e. Thank them for their time.
- Record parent answers on form. Check the appropriate space and record other comments as needed.

	yes, very much	some-what	no, not at all	don't know
1. Were you aware of the purpose and activities of the program?	____	____	____	____
2. Do you feel the program has been beneficial to your son/daughter?	____	____	____	____
Did the program help your son/daughter?	____	____	____	____
3. Increase his academic skills (subject-matter courses)?	____	____	____	____
4. Increase his/her basic skills (reading, oral and written communications)?	____	____	____	____
5. Increase his/her vocational/occupational skills?	____	____	____	____
6. Increase school attendance?	____	____	____	____
7. Prepare for work or continued education?	____	____	____	____
8. Learn about careers or jobs?	____	____	____	____

9. Plan for the future? ____ ____ ____ ____

What other comments do you have about the program or its effect on your son/daughter?

CAWEE CAREER INTERN PROGRAM
Faculty/Staff Survey

During the 1976-77 school year a federally funded program has been operating at three schools from three districts in Southern California. Entitled Career Intern Program, and as a part of Work Experience Education, it has sought to demonstrate that experience-based career education is a viable through which traditional subject matter can be learned in addition to the interrelationship of academic, social and occupational skills. Our school was selected as one of the three demonstration sites. Now, at the end of the year, it is important to evaluate the program effects. Would you please give us your feedback by checking, for each item below, the response which best describes your feelings about the program? If you are not familiar with the program, please indicate so and return the form regardless.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I was aware of the program, its purpose and generally how it functioned.	_____	_____	_____	_____
2. Students in this program succeeded in increasing their academic and occupational skills.	_____	_____	_____	_____
3. Student feedback about the program was positive.	_____	_____	_____	_____
4. This type of program provides a needed alternative in career education.	_____	_____	_____	_____
5. The program should be continued next year.	_____	_____	_____	_____
6. If the program is to be continued, I would like to be involved.	_____	_____	_____	_____

7. Please provide any additional comments you may have.

Date_____ Position_____
Name (Optional)_____
I participated in the Career intern program this year: ___yes ___no
I had contact with students in the program: ___yes ___no

CAWEE CAREER INTERN PROGRAM
Basic Skills Activities Code List

1.0 Reading

1.1 Enrolled in a reading class.
1.2 Read material related to career research.
1.3 Used reading skills at resource site.
1.4 Worked with a tutor.
1.5 Read resource guide(s).
1.6 Read materials related to the project product.
1.7 Completed a reading competency activity.
1.8 Demonstrated growth on a Reading Test.
1.9 Other _____

2.0 Oral Communication

2.1 Worked with a tutor.
2.2 Interviewed resource person.
2.3 Used acceptable oral communication skills at resource site.
2.4 Called to set up an appointment.
2.5 Participated in seminar or group discussion(s).
2.6 Worked cooperatively with another student on joint project.
2.7 Expressed individual need or interest to Learning Coordinator.
2.8 Completed an oral communication competency activity (example: mock interview).
2.9 Enrolled in a speech or drama class.
2.10 Other _____

3.0 Written Communication

3.1 Enrolled in a composition class.
3.2 Used writing skills at resource site.
3.3 Wrote a project plan.
3.4 Completed a written project product.
3.5 Kept a detailed log of project activities.
3.6 Worked with a tutor.
3.7 Completed a writing competency activity (example: letter to someone in community).
3.8 Other _____

4.0 Mathematics

4.1 Enrolled in a basic or advanced math class.
4.2 Worked with a tutor.
4.3 Used basic math skills in developing a project.
4.4 Used basic math skills at resource site.
4.5 Completed a math competency activity (example: basic skills test).
4.6 Demonstrated growth on a Mathematics Test.
4.7 Other _____